Saskatchewan
Education

Partners in Action

Action Plan of the Indian and Métis Education Advisory Committee

December 1991

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92-05607/

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Acknowledgements

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Executive Summary

The Indian and Métis Education Advisory Committee (IMEAC) conducted a review and update of *A Five Year Action Plan for Native Curriculum Development* (1984). The 1991 *Partners in Action, Action Plan of the Indian and Métis Education Advisory Committee*, a planning document for the 1990s, is the result.

Partners in Action reflects the evolving nature of education in Saskatchewan. The focus for development and change is outlined in the *Indian and Métis Education Policy from Kindergarten to Grade 12* (1989). There is an expanded role for IMEAC in areas of curriculum, policy, planning, research, and evaluation, as well as in special projects. Guidance needed for carrying out this work further commits IMEAC to advising on the implementation of the policy itself. This commitment is expressed throughout the committee's *Partners in Action* document.

The recommendations of the 1984 action plan called for the establishment of mechanisms for involving Indian and Métis peoples in the curriculum development process. Also, principles and guidelines for Indian and Métis education curriculum development were to be developed.

Partners in Action shows that mechanisms for participation are largely in place. The principles and guidelines for curriculum development have been affirmed and elaborated upon. Curriculum initiatives and emerging needs are further clarified. Such steps are vital to the overall plan for curriculum reform. It is understood that the role of a well-informed, supportive educational community is critical to success of the plan.

Partners in Action takes the plan of 1984 one step further. It recommends a focus on evaluation to determine whether initiatives in Indian and Métis education are doing what is intended. The degree to which curricula and programs are meeting the needs of Indian and Métis students must be assessed. Indicators that speak to the degree of equity being achieved and the degree to which positive attitudes towards Indian and Métis peoples are being displayed by students must be identified. Saskatchewan Education must embark upon other areas of research.

Recommendations of *Partners in Action* address the key areas in which action is necessary to maintain momentum in Indian and Métis education initiatives, as well as to ensure further development. Recommendations are based on the *Indian and Métis Education Policy from Kindergarten to Grade 12*, a landmark document in Indian and Métis education for the nineties.

Indian and Métis Education Advisory Committee's (1991) Recommendations

Curriculum Enhancement

IMEAC recommends that:

- Indian Languages curriculum development be a priority;
- the province's diverse cultural perspectives be actively promoted in all aspects of curriculum development, instructional resources, and in-service delivery;
- the processes and procedures established by Saskatchewan Education to integrate Indian and Métis content and perspectives into all curricula be adopted by the educational community as modelled by Saskatchewan Education;
- a procedure for acquiring and evaluating materials specific to instructional objectives in Indian and Métis education be maintained; and,
- curriculum materials projects to support new curriculum initiatives be undertaken to provide materials not commercially available.

Role of the Partners

IMEAC recommends that:

- the partners in education articulate a plan to increase local participation in the school system;
- local initiatives such as home-school-community liaison, and curriculum or professional development initiatives designed to address local needs, be supported by the partners in education;
- the universities continue to improve their pre-service training by making cross-cultural education a mandatory component of their program, and by integrating Indian and Métis content and perspectives into their courses;
- the universities offer Indian language teaching majors;
- the education partners develop strategies to increase teacher and administrator participation in Indian and Métis education in-service activities; and,
- IMEAC continue to be a forum for the exchange of information and materials to meet needs in Indian and Métis education.

Policy Implementation

IMEAC recommends that:

- Saskatchewan Education strengthen its working relationship with the band and federal education systems;
- present program initiatives be evaluated to determine whether they are achieving the objectives specific to Indian and Métis education;
- Saskatchewan Education support research in Indian and Métis education;
- Saskatchewan Education continue and further develop the Community Schools Program; and,
- an overall evaluation process assess the degree to which the dual objectives of Indian and Métis education are being met in the curriculum.

Meeting Past and Emerging Needs

Context for Development

The new Core Curriculum is designed to meet the needs of all students in Saskatchewan. The needs are varied. Emerging needs are apparent, as are the unmet needs of the past. An assessment of population trends indicates the importance of current initiatives in Indian and Métis education. The trends provide a clear context for continued development.

Population Trends in Saskatchewan

Comprehensive reliable demographic data of the Indian and Métis populations in Saskatchewan are largely incomplete. Variance exists among federal department and agency records pertaining to Status Indian peoples. Few records are maintained of Non-Status and Métis peoples.

The following points do not represent actual population counts. Rather, they suggest trends that may be anticipated if birthrates, mortality rates, and the province's total population remain constant. The study *Population Projections of Registered Indians, 1986-2011*, prepared by the Demography Division of Statistics Canada, Saskatchewan Health's Annual Report, and the *Census Report on Aboriginal People of Canada* (1986) have been used as the basis for the following descriptions.

- There are approximately 120,000 Indian and Métis peoples in the province. This number is projected to increase to 180,000 by 2006.
- The Métis and Non-Status Indian population is estimated at 50% of the population of the Status Indians.
- Approximately 50% of the 80,000 Status Indian peoples in the province live on reserves.
- One third of the children living on reserves attend provincial schools.
- 63% of the Aboriginal population is under 25 years of age (the average age of all Saskatchewan residents is 31).
- The birthrate for Aboriginal peoples is approximately double the average for Saskatchewan (33 per 1,000 as compared to 17 per 1,000).

Table 1 Saskatchewan Births

Year

	Aboriginal Births[1]	Percentage of Total	Total Births[2]
1990-91	4,000	24%	16,200
1995-96	4,350	31%	14,000
2000-01	4,370	34%	12,800
2005-06	4,600	37%	12,500

- The proportion of Aboriginal births in the province is projected to increase from 24% in 1990-91 to 37% in 2006.
- The Indian and Métis school aged population is projected to increase from 18% in 1990-91 to 30% in 2006.

Table 2 School Aged Children (Ages 5-17)

Year	Aboriginal Children[1]	Percentage of Total	School Aged Children[2]
1991	35,800	18%	202,300
1996	40,500	20%	201,500
2001	48,100	25%	191,900
2006	52,400	30%	176,800

[1] Data have been adapted from *Population Projections for Registered Indians, 1985-2011* by adding 50% for Métis and Non-Status peoples.
[2] Saskatchewan Health *Annual Reports*, 1977, 1983, 1989.

A Focused Approach to Development

A Policy for Saskatchewan Education

The *Indian and Métis Education Policy from Kindergarten to Grade 12* was officially adopted in April 1989. The policy grew out of *Directions: The Final Report* (1984), as well as *A Five Year Action Plan for Native Curriculum Development* (1984), and related reports calling for the establishment of such policy. The role of the Indian and Métis Education Advisory Committee (IMEAC) is to provide support for its implementation.

The *Indian and Métis Education Policy from Kindergarten to Grade 12* is based on four principles, which serve as guides for development of programs for and about Indian and Métis peoples. These principles are:

- Indian and Métis peoples must be given the opportunity to participate fully in the education system at all levels.

- the education system must recognize Indian and Métis students are the children of peoples whose cultures are, in many ways, very different from those of the people who established the school system. These differences which may include learning styles, language and world-view, must be accounted for in curriculum, programs, teaching methods and climate in the schools attended by Indian and Métis children.

- there must be co-operation and consultation among all federal, provincial, local, and Indian and Métis authorities to ensure co-ordination of efforts to meet the needs of Indian and Métis students.

- efforts to improve the success of Indian and Métis students are most effective at the school-community level.

(*Indian and Métis Education Policy from Kindergarten to Grade 12*, p. 5)

Mandate of the Indian and Métis Education Advisory Committee

Saskatchewan Education has maintained an advisory committee on Indian and Métis education since 1982. The Native Curriculum Review Committee's work culminated with *A Five Year Action Plan for Native Curriculum Development* in 1984. The Indian and Métis Curriculum Advisory Committee, which was established in 1984 and continued until 1989, oversaw the implementation of *A Five Year Action Plan for Native Curriculum Development*.

The Indian and Métis Education Advisory Committee (IMEAC), established in 1989, carries on the work of the former committees. Its broadened mandate encompasses all of the areas detailed in the *Indian and Métis Education Policy from Kindergarten to Grade 12*.

IMEAC advises the department and makes recommendations for the inclusion of Indian and Métis content and perspectives in all core curriculum, and for the development and implementation of new curricula. It provides a means of involving Indian and Métis peoples in the decision-making process. IMEAC specifically advises and makes recommendations to the department, through the Indian and Métis Education Branch, on the development, implementation, monitoring and review of the department's program in Indian and Métis education in the following areas:

- the *Indian and Métis Education Policy from Kindergarten to Grade 12 (1989)*, and other policy and planning areas;
- the 1984 *A Five Year Action Plan for Native Curriculum Development* and its successor;
- curriculum development and instructional resources in relation to the development and implementation of the Core curriculum;
- special needs and programs such as community schools, Indian Languages programs and Native Studies program;
- teacher and administrator pre-service and in-service education; and,
- research and evaluation in relation to Indian and Métis education.

(Adapted from the Indian and Métis Education Advisory Committee, Terms of Reference, 1989)

The Developmental Process

Role of the Indian and Métis Education Branch

The Indian and Métis Education Branch was established to develop, implement, and monitor provincially-based Indian and Métis education programs. Central to its operation is the Indian and Métis Curriculum Development Team (IMCDT), a team of education consultants specializing in various aspects of curriculum, instructional materials development, and inservice education.

The Indian and Métis Curriculum Development Team (IMCDT) carries the primary responsibility for integrating Indian and Métis content and perspectives into the various subject areas. Depending on curriculum requirements, team members may:

- develop objectives, lessons, units or materials around Indian or Métis perspectives;
- review curriculum documents for appropriateness and sufficiency of Indian and Métis content;
- assist with contracts for the production of resources;
- recommend appropriate commercial resources;
- integrate appropriate Indian and Métis education components into inservice for new courses or initiatives;
- provide inservice for Saskatchewan Education staff;
- provide inservice to the field through the Indian and Métis Education Staff Development Program

The Branch meets on a regular basis with IMEAC to report on progress being made and to work with the sub-committees of IMEAC in areas set out by policy.

Development In Relation to Curriculum and Instruction

Indian and Métis education initiatives are carried out within the larger context of the provincial development process. A number of processes and structures have been established to facilitate the integration of Indian and Métis content and perspectives in the curriculum.

Directions (1984) is the lead document for curriculum development in Saskatchewan. It identifies the Core curriculum for all Saskatchewan students. The Required Areas of Study and the Common Essential Learnings are clearly articulated. As well, there are provisions for an adaptive dimension to ensure that the diverse needs of individual students are met. The Core Curriculum also provides an opportunity for locally determined options to be included as a part of the formal curriculum.

Development In Relation to Indian and Métis Peoples

IMEAC achieves its goals and objectives by working within a broad committee structure which considers all aspects of the curriculum development model and related Indian and

Métis educational issues. The committee seeks to ensure that Indian and Métis perspectives are taken into account in all such deliberations.

IMEAC nominates representatives to sit on curriculum advisory committees and other relevant committees and task forces. This maintains a heightened awareness around the needs of Aboriginal students system wide. Appointed members represent IMEAC by giving general support to the committees in areas of Indian and Métis education. IMEAC provides direction to ensure that its representatives have a clear understanding of the perspectives.

IMEAC prepares an annual report for presentation to the Minister. This report describes progress being made in targeted areas of Indian and Métis education. The report identifies needs and makes recommendations to have these needs met.

Development In Relation to the Implementation of Core

The implementation of Core sets the pace of curriculum revision and implementation. Course development occurs within a predetermined model which typically allows one year for initial course development, two years for piloting, and three years for course implementation. The Advisory Committee and the Indian and Métis Curriculum Development Team seek to ensure that appropriate and sufficient Indian and Métis content and perspectives are integrated within new curricula as they are developed.

Priority Program Areas

Indian Languages

The need for an approved Indian Languages curriculum has been recognized for a number of years. A needs assessment conducted in 1987 on behalf of Saskatchewan Education by the Saskatchewan Indian Languages Institute serves as a basis for IMEAC's recommendations regarding Indian Languages curriculum development. IMEAC confirms that the curriculum guide:

- be titled the Indian Languages Curriculum Guide and serve as the foundation for the five Indian language groups;
- be based on relevant cultural themes;
- be centred on a communicative approach with a holistic orientation to instruction;
- be focused on a second language orientation;
- be supported by specially developed and/or identified language materials; and,
- recognize standard Roman orthography where it has been established.

IMEAC further suggests that the grades 4-6 guide be developed first, followed by grades 7-9 and the secondary level. Finally, grades K-3 should be developed.

Proposed Development Schedule

Grade	1991-92	1992-93	1993-94	1994-95	1995-96
4-6	pilot	pilot	implement	implement	implement
7-9	develop	pilot	pilot	implement	implement
10-12		develop	pilot	pilot	implement
1-3			develop	pilot	pilot

IMEAC strongly supports the concept that all agencies and language groups involved in Indian Languages co-operate in the development of learning resources (print material, etc.) to support instructional requirements.

IMEAC recognizes that although varied instructional approaches have been in place for some time, a Saskatchewan based guide has not been available to teachers. Draft documents must provide interim support for teachers prior to the implementation of the Indian Languages curriculum guide. It is also recommended that schools use the grades 1-3 Cree and Saulteaux guides developed by the Saskatchewan Indian Languages Institute until the completed curriculum guide at these grade levels is ready for implementation.

Since only a comprehensive concerted effort by all the partners will ensure the work begins immediately and is sustained, IMEAC asserts its position in a recommendation.

Recommendation 1
IMEAC recommends that Indian Languages curriculum development be a priority.

Native Studies

The primary aims of Native Studies 10, 20 and 30 are to develop each student's personal and cultural awareness and understanding, to promote the development of positive attitudes in all students towards Indian and Métis peoples, and to recognize biased and racist information.

The knowledge, skills and values developed in the Native Studies courses must be such that they will prepare a student for responsible participation in society.

The proposed development schedule outlines the plans for Native Studies curriculum development.

Proposed Development Schedule

	1991-92	1992-93	1993-94	1994-95
NS10	implement	implement		
NS20	extended pilot/ implement	implement	implement	
NS30	develop	pilot	pilot	implement

Tracking Our Progress

Benchmarks for the 1984 Plan of Action

The Native Curriculum Review Committee's report, *A Five Year Action Plan for Native Curriculum Development* (1984), provided the direction for the development and implementation of curricula specific to Indian and Métis education.

The Committee sought to ensure three major curriculum objectives:

- All students and teachers in provincial schools develop an appreciation of both the current political, cultural, and socio-economic situation as well as the long, varied, and unique history of the Native peoples on this continent.
- Teachers are sensitized to Native and northern issues and that curricular materials and programs are relevant to Native and northern students.
- The school curriculum and educational institutions transmit positive and accurate information to aid Native students in developing a positive self-image and cultural identity so that they may better learn to deal with their own reality.

A Five Year Action Plan for Native Curriculum Development gave specific direction for achieving these objectives. An assessment of the degree to which the twelve recommendations from the plan have been met follows.

Status of Recommendations

Recommendation 1
A Native education policy be formulated for the province of Saskatchewan as soon as possible.

Status: The formulation of such a policy began during the 1985-86 committee year. Subsequent work on the document culminated with the authorization of the *Indian and Métis Education Policy from Kindergarten to Grade 12* as the department's official policy statement on Indian and Métis education in April 1989.

Recommendation 2
The Native Curriculum Review Committee be made a permanent ongoing committee to: formulate policy, establish criteria and principles for Native curriculum development, monitor ongoing projects, and assist in the selection of representation from the Native community on curriculum committees.

Status: The Indian and Métis Curriculum Advisory Committee (IMCAC) was established in 1984 to succeed the Native Curriculum Review Committee. IMCAC

continued until June 1989, when the Indian and Métis Education Advisory Committee (IMEAC) was established with an expanded mandate.

The Indian and Métis Education Policy from Kindergarten to Grade 12 (April 1989) affirms the maintenance of an ongoing advisory committee on Indian and Métis education.

Recommendation 3
The present membership of the Native Curriculum Review Committee be expanded to include representation from the Indian Teacher Education Program, University of Saskatchewan and the Saskatchewan Indian Education Commission.

Status: The committee in its evolution from 1984 to the present has expanded to include representatives from other organizations. Provisions also exist for the appointment of members at large.

Recommendation 4
Two members (one representing Indian peoples and one representing the Métis and Non-Status Indian peoples) of the Native Curriculum Review Committee become members of the Program Policy Committee of Saskatchewan Education.

Status: A member of the Gabriel Dumont Institute of Native Studies and Applied Research Inc., and the principal of the Joe Duquette High School were appointed by IMCAC to sit on the Program Policy Committee. These appointments were for an initial three-year term. The Education Policy Committee, which succeeded the Program Policy Committee, provided for only one appointee from the Indian and Métis communities. The current K-12 Education Program and Policy Advisory Committee also provides for a single representative from IMEAC.

Recommendation 5
Representation from the Native community be on departmental curriculum committees.

Status: The *Indian and Métis Education Policy from Kindergarten to Grade 12* states that the Minister's advisory committee on Indian and Métis education shall be represented on all curriculum advisory committees established by the department. The policy goes on to state that "Saskatchewan Education will place Indian and Métis peoples on all appropriate department and Ministerial advisory and policy committees which include representation from outside the department" (p. 7). Currently, IMEAC has representation on all curriculum advisory committees with the exception of the second languages committees (German, Ukrainian, Heritage Languages). IMEAC representatives have been appointed to advisory committees established by other divisions in Saskatchewan Education.

Recommendation 6
In all phases of the curriculum process program evaluation, program design, program implementation and program maintenance, the Native Curriculum Review Committee set guidelines and criteria for Native curriculum development for the Native Curriculum

Development Team or other developers to carry out and monitor projects to see that the guidelines and criteria are followed.

Status: Saskatchewan Education adopted the *Indian and Métis Education Policy from Kindergarten to Grade 12* in April 1989. The policy states that Saskatchewan Education will develop core and other curricula in Indian and Métis education and that *A Five Year Action Plan for Native Curriculum Development* will provide the direction. Also, the principles and guidelines for Indian and Métis education curriculum development were accepted for Saskatchewan.

Recommendation 7
As a part of the ongoing evaluation of current curricular materials and programs in this province, the dual concerns of educating Native students and educating non-Native students about Native people be taken into account.

Status: The *Indian and Métis Education Policy from Kindergarten to Grade 12* states, that Saskatchewan Education recognizes that education programs must meet the needs of Indian and Métis peoples, and that changes to existing programs are also necessary for the benefit of all students. A central objective is to establish short term and long term goals that will meet the educational needs of Indian and Métis, and Non-Aboriginal students in the province's educational institutions.

The Indian and Métis Education Staff Development Program is another component of the process that has been developed to assist in curriculum development and implementation. The inservice is designed to enable schools to effect positive changes to benefit all students.

Recommendation 8
A baseline data survey to facilitate future planning be undertaken immediately to determine what programs have been created, what adaptations have been made, and what materials have been developed to meet the needs of Native students in the province.

Status: Data collecting surveys to date include the *Background Paper on Native Education* (1984), *Inner-City Drop-out Study* (1985), *Rationale and Recommendations for the Teaching of Indian Languages in Saskatchewan Schools* (1988), and a northern materials assessment.

Recommendation 9
There be dual priorities in Native curriculum development in Saskatchewan:

- Integration of Native content into the core curriculum through existing structures and procedures;

- Special projects in programming and material development specifically for Native students, since the target group of the proposed curriculum development is all students in provincial schools, both Native and non-Native.

Status: The integration of Indian and Métis content and perspectives into curricula continues to be of prime importance. The establishment and maintenance of the Indian and Métis Curriculum Development Team reflects the priority placed on Indian and Métis education curriculum development by Saskatchewan Education.

Special projects intended to benefit all students in Indian and Métis education programming and material development have been initiated and/or endorsed by Saskatchewan Education. These materials include *The Flower Beadwork People, Métis Development and the Canadian West, Tales of Wesakechak, Achimoona, Beyond Bias: Guidelines for Reducing Negative Bias in Instructional Materials, Saskatchewan Indians and the Resistance of 1885, Partners at School* and the *Métis Dances*. Development of the *Let's Dance: Indian Social and Cultural Dances* is in progress.

Recommendation 10
The Native Curriculum Development Team be instituted for a period of at least five years.

Status: The Indian and Métis Curriculum Development Team (IMCDT) was established to facilitate the implementation of *A Five Year Action Plan for Native Curriculum Development*. IMCDT has been maintained by Saskatchewan Education to oversee the implementation of the *Indian and Métis Education Policy from Kindergarten to Grade 12* as well as to continue with its pro-active, full participatory role within curriculum development.

Recommendation 11
The development unit of the Northern Education Branch become part of the Native Curriculum Development Team.

Status: Although the Indian and Métis Education Branch collaborates with the Northern Division, no component of Northern Division is directly associated with the Indian and Métis Education Branch. Northern Division has been re-organized in such a way that the development unit no longer exists as a separate entity.

Recommendation 12
Sufficient financial support be provided to assure that the Native Curriculum Review Committee and Native Curriculum Development Team can fulfil their mandates.

Status: Financial support for curriculum development has increased significantly with the establishment of the curriculum development team and the development of specific materials. Funding has shifted in recent years as the core curriculum development has made it necessary to employ more subject specific curriculum developers. The result has been that less money has been targeted for materials development than in the early years. The department assumes the administrative costs related to the operation of IMEAC.

Looking Ahead

Planning for the Nineties

Many of the objectives of the 1984 action plan have been reached while initiatives to meet other objectives continue. New needs have been identified and new priorities are being articulated and acted upon. Toward this end IMEAC has made a series of recommendations in its 1991 *Partners in Action.*

IMEAC continues to point out that baseline data is important to the development of effective programs. Research based on curriculum and program evaluation gives rise to certain kinds of data to support decision-making and to help set realistic goals. Timely and reliable data in a variety of areas remain a critical need for solid planning to occur.

Planning in Terms of Research and Evaluation

Research and evaluation are of paramount importance in Indian and Métis education. Revising curriculum, updating projects, and identifying initiatives must be based on accurate evaluation data and appropriate research.

A Case in Point - The Community Schools Program

A variety of research activities have been conducted in the area of Indian and Métis education. Particular programs now in place are based upon fairly extensive, available research. The Community Schools Program, for example, is based on research into education in inner city schools in North America and on the make up of Saskatchewan's large urban centres.

A number of documents have provided research and guidance for the development of the Community Schools program. *The Dimensions of Indian and Native Urban Poverty in Saskatchewan* (1979) investigated the migration of Aboriginal peoples to urban settings in the province. Subsequent educational, social, and economic issues were identified. *The Community Schools Program: Discussion Paper* (1980) provided the department with the background necessary to establish the program. Subsequent evaluations have shown that significant progress is being made towards achieving the program's goals and objectives.

The Community Schools Program is designed to support inner-city schools in promoting the well-being of the whole child by encouraging community involvement in the school program. The Saskatchewan program is unique to North America in that it places a high priority on meeting the needs of Indian and Métis students.

The Indian and Métis Education Advisory Committee supports and affirms the goals and objectives of the Saskatchewan Community Schools program. IMEAC believes that this program provides a constructive means of enabling schools to bridge the gap between the culture of the school and the culture of the home. It is viewed as one program that attempts to meet the varied educational, social and recreational needs of Indian and Métis students attending inner-city schools.

Recommendation 2
IMEAC recommends Saskatchewan continue and further develop the community schools program.

Specific Research

Research is required in many areas of Indian and Métis education. Information currently available in Saskatchewan will need to be collected in a common data base. Such data would normally consist of numbers of students studying Native Studies, Indian Languages, numbers of teachers of Aboriginal ancestry, and the kinds of locally developed courses that have been developed to meet unique needs of Indian and Métis students. Further, support should be made available to enable the Indian and Métis Education Branch to maintain direct contact with national and international centres of study to become aware of current research, particularly in the area of curriculum development for Indian and Métis education.

Saskatchewan Education must collect data on students, curricula, instructional processes and programs to determine the degree to which present initiatives are having the desired results. This information will affirm whether present initiatives are achieving their objectives and chart future directions that will ensure the most effective use of resources.

The piloting of innovative projects in Indian and Métis education through grants, joint ventures, and provincial development is desirable as an on-going commitment to finding effective ways of meeting varied needs.

Recommendation 3
IMEAC recommends that Saskatchewan Education provide support for research in Indian and Métis education.

Curriculum Evaluation

The goal for all curricula developed within Saskatchewan Education is to integrate appropriate and sufficient Indian and Métis content and perspectives. The dual objectives of educating Indian and Métis students and non-Aboriginal students about Indian and Métis peoples must be met. The Curriculum Evaluation Program evaluates the degree to which foundational and learning objectives specific to Indian and Métis content and perspectives, are being attained. How instruction and student evaluation accommodate learning styles, languages, dialects, and socio-cultural perspectives will need careful study.

The *Curriculum Evaluation in Saskatchewan* (March 1991) document states that evaluation is to be collaborative in nature. A basic principle of evaluation is "that the diversity of students' cultural backgrounds and learning styles be recognized in the evaluation process" (p. 10). The document indicates that evaluations will consider Indian and Métis perspectives continuously and holistically to determine the extent to which expectations are being met. Specifically, evaluations will consider:

- accommodating various learning styles, languages, dialects, and socio-cultural perspectives;
- the degree to which Indian and Métis perspectives are being taught in an ongoing, integrated manner;
- the degree to which the content is positively influencing attitudinal change on behalf of both teacher and student;
- whether or not there are obstacles to the successful delivery of Indian and Métis perspectives, and the nature of those obstacles, if they exist;
- addressing the integration of Indian and Métis perspectives from development to implementation and beyond. This should include addressing cultural bias within supposed factual content, and recognition of diverse perspectives (p. 28).

IMEAC concurs that particular attention must be paid to the evaluation phase of the curriculum development model. It is vital that Saskatchewan Education know the degree to which curricula are meeting the needs of all students in relation to Indian and Métis education. The committee further suggests that the Indian and Métis Curriculum Development Team assist evaluators by assessing strategies, validating instruments and sampling procedures, and developing additional assessment strategies. There is recognition that in local program decision-making, school divisions should review evaluations in the context of their needs in terms of Indian and Métis education implementation.

Toward these ends, IMEAC should serve on interpretation panels in the provincial program, so that it can respond to evaluation results, strategies, instruments, and recommendations relevant to evaluation.

Recommendation 4
IMEAC recommends that an overall evaluation process assess the degree to which the dual objectives of Indian and Métis education are being met in the curriculum.

Education Indicators

The report of the Advisory Committee on Evaluation and Monitoring recommends "that a framework of system program planning and effectiveness indicators be developed" (*Evaluation in Education*, p. 20). Indicators pertaining to student demographics and student attitudes must be identified to use as a basis for assessing program effectiveness in Indian and Métis education.

IMEAC recognizes that a framework which is capable of showing the rate of progress in certain areas is needed. The rate of increase for student retention, and graduation among Aboriginal students and the degree to which attitudes are being influenced by Indian and Métis content in the curriculum needs to be known. IMEAC affirms that prior to the collection of certain kinds of data, policy around the ethics of the data collection and how the data may be used has to be defined since individual rights cannot be superseded by the right to collect data on groups for whom equity is a societal objective.

Program Evaluation

Many schools have established programs specific to Indian and Métis education. Some of these have been established by funding by special grants (Community Schools Program, Joe Duquette High School), the Indian and Métis Education Development Program (IMED), or the Educational Development Fund. Other programs have been initiated using board financing, band or federal funding, or a combination of funding sources.

A number of evaluations specific to other funded programs have been conducted. For example, external evaluations of the Northern Teacher Education Program and the Saskatchewan Urban Native Teacher Education Program have been carried out. Local evaluation is built into the IMED projects. The department has also conducted an internal evaluation of the IMED program.

There must be assurance that identified needs are being addressed. Boards of education need to be encouraged to take advantage of the Saskatchewan school-based evaluation project to assess Indian and Métis education initiatives.

Recommendation 5
IMEAC recommends that present program initiatives be evaluated to determine whether they are achieving the objectives specific to Indian and Métis education.

Student Evaluation

Teachers must be given clear guidance for fair evaluation of all students. Unique factors entering into the evaluation process of Indian and Métis students have to be identified and appraised for their impact on student learning outcomes. Teachers need guidelines which help them understand the unique aspects of individual students in relation to the ideals of the core curriculum. Educators must articulate and provide for the effects of a range of cultures, languages, and lifestyles on Indian and Métis student performance. Assistance in identifying special needs of students in relation to unique factors must be provided.

The incorporation of the Common Essential Learnings in all curricula marks a starting point for the provision of an expanded range of techniques of student evaluation. These techniques are integral to the new instructional strategies emphasizing both knowing and learning how to learn (*Student Evaluation: A Teacher Handbook*. December 1991, p. 1). The expanded range of techniques must be further informed by a description of those factors that may lie beyond the scope of expectations teachers normally hold for students.

As stated in the document, (*Student Evaluation: A Teacher Handbook*. December 1991, p. 22): "recent research has found that testing practices are extremely susceptible to gender and ethnic bias." What the bias consists of and what it may imply for Indian and Métis student evaluation must be defined and corrected. Research in this area will benefit both teachers and their students.

Moving Beyond the Barriers

Building Commitment on a Common Vision

Consensus Saskatchewan in *Leading the Way: A Blueprint for Saskatchewan* (1990) articulated the vision for 2005 of their being no difference between the percentage of Aboriginal people and the percentage of non-Aboriginal people who receive a grade twelve diploma. This vision requires that the Saskatchewan education system be responsive to the cultural needs of Indian and Métis peoples.

This vision reiterates the importance of co-operation among the partners in education. Achieving the vision will ensure that Indian and Métis students succeed in school and that all students benefit from Indian and Métis content and perspectives in the Core curriculum in Saskatchewan.

Clearly, the work to be done in all areas is enormous. The partners in education stand in support of the work of the Indian and Métis Education Advisory Committee in relation to the comprehensive curriculum development model for the province. Goals are achieved through an integrated system, and a process that ensures excellence and support by the entire educational community. Accountability for quality of results rests on common support for shared expertise.

The Indian and Métis Education Advisory Committee is but one partner in the curriculum processes of development, maintenance, evaluation, and monitoring. The Committee provides advice and support in reviewing curriculum and policy documents relevant to Indian and Métis education. In terms of policy, and like all curriculum advisory committees, IMEAC may further advise on evaluation questions to be addressed for an assessment of needs. IMEAC may also recommend procedures related to the collection of data, for the design of projects and for the review of relevant required learnings.

IMEAC may advise on the development of the scope and sequence, review activities to support instruction, write components, recommend strategies for implementation and define appropriate maintenance activities within curriculum development as is the case with other advisory committees (*Curriculum Procedures Manual*, Draft, 1987).

Recommendation 6
IMEAC recommends that the processes and structures established by Saskatchewan Education to integrate Indian and Métis content and perspectives into all curricula be adopted by the educational community as modelled by Saskatchewan Education.

Recommendation 7
IMEAC recommends that the province's diverse cultural perspectives be actively promoted in all aspects of identification and development of curriculum development, instructional resources, and in-service delivery.

Starting Point for the 90s

Implementing the K-12 Policy

The nineties will see an emphasis on the implementation of the *Indian and Métis Education Policy from Kindergarten to Grade 12*. Four major objectives of the policy will form the focus for work in Indian and Métis education. These objectives are:

- to establish short term and long term goals that will meet the educational needs of Indian and Métis and Non-Aboriginal students in provincial education institutions.
- to provide direction and leadership in the development and implementation of Indian and Métis education programs which meet the needs of urban, rural, and northern Indian and Métis peoples.
- to establish processes by which Indian and Métis peoples can become directly involved in the decision-making which determines education programs in the province.
- to ensure that all curricula and materials present Indian and Métis peoples accurately in historical and modern terms and that Indian and Métis oriented materials and concepts are a part of all subject areas. *(Indian and Métis Education Policy from Kindergarten to Grade 12*, p. 6)

The policy further states that Saskatchewan Education will meet these objectives by developing, implementing, and monitoring programs and initiatives in the areas of policy, Indian and Métis participation in the education system, curriculum and instructional resources, special needs, teacher and administrator pre-service and in-service, research and evaluation, and, in liaison and co-ordination with other education agencies. Further, Saskatchewan Education is to review the policy at least every five years.

Revisions to the policy are to be made in consultation with the organizations directly involved. These will include but not necessarily be limited to: the Federation of

Saskatchewan Indian Nations (F.S.I.N.), Métis Society of Saskatchewan, Minister's advisory committee on Indian and Métis education, Saskatchewan Teachers' Federation, Saskatchewan School Trustees' Association, League of Educational Administrators, Directors and Superintendents, and post-secondary institutions.

The policy also states that during the fifth year of operation, the role, mandate, and composition of the Minister's advisory committee will be reviewed by the committee and the Minister. Recommendations to improve the effectiveness of the committee will be submitted to Saskatchewan Education.

Co-ordinating Available Resources

Effectiveness is largely dependent upon the co-ordinated efforts of the partners in education. IMEAC relies on the expertise of the development team to both influence and assist in the final shaping of Core. The Committee also relies on the knowledge, expertise and advice of the community at large. An overall inter-supportive strategy is crucial particularly where other sources of research and evaluative data is incomplete or lacking.

Recommendation 8
IMEAC recommends that the committee continue to be a forum for the exchange of information and materials to meet needs in Indian and Métis education.

Recommendation 9
IMEAC recommends that Saskatchewan Education strengthen its working relationship with the band and federal education system.

Recommendation 10
IMEAC recommends that local initiatives such as home-school liaison, curriculum or professional development initiatives designed to address local needs, be supported by the partners in education.

Materials Development and Evaluation

Materials to support curriculum documents play an integral role in assisting teachers to meet curriculum objectives. This principle is evident where resource-based learning is actively encouraged.

The *Indian and Métis Education Policy from Kindergarten to Grade 12* (1989) addresses the need for fair and accurate curricula and materials. The policy states that "recommended instructional resources shall be evaluated for stereotyping, bias, racism and other inaccuracies." (p. 7) Adequacy of curriculum resources is also a concern.

Consultants are responsible for identifying materials to be called in for evaluation, for

the identification of evaluators in the field, and for the provision of guidelines to evaluators. The evaluation process includes Indian and Métis educators. A procedure for acquiring and evaluating materials specific to Indian and Métis education should continue to be maintained and formalized through consultants hired to evaluate materials.

Recommendation 11
IMEAC recommends that a procedure for acquiring and evaluating materials specific to instructional objectives in Indian and Métis education be maintained.

Recommendation 12
IMEAC recommends that curriculum materials projects to support new curriculum initiatives be undertaken to provide materials not commercially available.

Pre-service

New teacher education programs have been established to help meet the need for teachers of Aboriginal ancestry in the school system. These programs include the Indian Teacher Education Program (University of Saskatchewan,1973), the Northern Teacher Education Program (1976), the field-based Saskatchewan Indian Federated College's Bachelor of Education Program (University of Regina, 1977), and the Saskatchewan Urban Native Teacher Education Program (SUNTEP). To date, some 560 teachers have graduated from the Indian and Métis Teacher Education Programs (Saskatchewan Human Rights Commission, 1991).

IMEAC supports the teacher education programs that have been established to train teachers of Indian and Métis ancestry. The committee believes that these programs meet specific needs that the existing teacher education programs cannot meet. The incorporation of cross-cultural communication into core courses of study along with specialized courses for the enhancement of knowledge about Indian and Métis peoples are a substantial part of the basis of study for teachers. Courses relating lifestyle, culture, and English as a second language to teaching strategies are emphasized and supported by practica that take place in Indian and Métis communities as well as in urban and rural settings. This approach helps to foster a sense of ownership and support for new curricula in Indian and Métis communities while ensuring a basis for the positive self-concept of the student.

IMEAC advocates that a number of adjustments to the teacher education programs at the University of Saskatchewan and the University of Regina be made to enhance post-graduate involvement and contribution to Indian and Métis education. Students would require cross-cultural training as part of their pre-service experience. Such training for all students might consist of courses that address areas covered by the Indian and Métis Education inservice program and Native Studies. In addition, cross-cultural and Aboriginal content and perspectives should be integrated into existing courses. Language Arts courses should provide training in teaching English as a second

language and second dialect. The universities should also increase the number of courses offered in Indian Languages and Indian language teaching methods to enable students to earn a teaching specialization in the field of Indian languages.

Recommendation 13
IMEAC recommends that the universities continue to improve their pre-service training by making cross-cultural education a mandatory component of their program, and by integrating Indian and Métis content and perspectives into their courses.

Recommendation 14
IMEAC recommends that the universities offer Indian language teaching majors.

Inservice

IMEAC recognizes the important role played by inservice and places a high priority on Indian and Métis education inservice. Because educators in the field require awareness about Indian and Métis peoples, skills needed to integrate Indian and Métis perspectives into instruction must be supported. Teachers need help in further developing their abilities to recognize and address bias and racism, and to teach their students such skills. They need support in utilizing the variety of instructional strategies to accommodate a variety of student needs.

Indian and Métis education components are included in the inservice designed to support new curricula. The following aspects of inservice delivery need strengthening.

- Boards of education should support teachers and administrators involved in Indian and Métis education professional development pursuits.
- Teachers should be encouraged to attend Indian and Métis education short courses.
- The Indian and Métis Education Staff Development Program should enter the implementation phase.

Recommendation 15
IMEAC recommends that the education partners develop strategies to increase teacher and administrator participation in Indian and Métis education inservice activities.

Recommendation 16
IMEAC recommends that the partners in education articulate a plan to increase local participation in the school system.

Summary

IMEAC will continue to provide Saskatchewan Education with guidelines for its curriculum initiatives. Principles and guidelines for curriculum development will be updated as required to reflect evolving needs, expectations, and pedagogy. IMEAC will participate directly in the development of Indian Languages and Native Studies curricula. In terms of all aspects of the curriculum development model IMEAC's responsibility will continue to include:

- reviewing position or background papers;
- advising on the development of scope and sequence;
- reviewing materials and activities in support of instruction;
- recommending strategies for reviewing, implementing, and evaluating curriculum;
- recommending procedures for the evaluation of student achievement.

Since IMEAC also plays a significant role in the development of core curricula, the Committee will continue to ensure that Indian and Métis content and perspectives that are being integrated into curriculum are both accurate and relevant. To this end, IMEAC will maintain its sub-committees in subjects areas where substantial integration is occurring. Committee members will continue their role of reviewing curriculum documents and providing feedback to the curriculum program teams. IMEAC will also review and validate materials developed by the IMCDT members prior to recommendation for inclusion in curriculum documents.

IMEAC recognizes the importance of dialogue with representatives of the field who are interested in Indian and Métis education developments. To this end, IMEAC will continue its practice of having its meetings remain open to interested individuals or organizations. A place on the agenda is normally arranged by contacting the chair.

To further assist communication, interested parties may continue to request documents relevant to Indian and Métis Education. These may include the *Indian and Métis Education Policy from Kindergarten to Grade 12*, IMEAC's annual report and the document *Partners in Action*.

IMEAC will continue to liaise with other curriculum development advisory committees by appointing representatives to them. The committee will ensure that their representatives are invited to IMEAC meetings to discuss developments in the committee to which they are appointed.

IMEAC will give strong support to the establishment of a collaborative process for program evaluation. The committee will seek to ensure active participation on the Evaluation Advisory Committee. The Indian and Métis Curriculum Development Team will advise on evaluation strategies, instruments, and recommendations developed as a result of program evaluations.

IMEAC will encourage further development in the area of special needs education seeking to ensure the delivery of appropriate education for all students in the province. The diagnosis and appropriate placement of students in programs designed to meet the needs of exceptional students of all types should receive strong support.

IMEAC will encourage the sponsorship of regular symposia on Indian and Métis education where a sharing of information by representatives of IMEAC to all other committees can be facilitated.

Appendix A: The Principles and Guidelines for Indian and Métis Curriculum Development

(Adapted from A Five Year Action Plan for Native Curriculum Development, 1984).

The Native Curriculum Review Committee has adopted the following principles and guidelines for Indian and Métis curriculum development:

- Indian and Métis peoples must be presented fairly in all curriculum materials approved by the province, including both textbooks and supplemental materials.
- Indian and Métis materials must be an integral part of the curriculum, not a supplement adjunct.
- Indian and Métis materials must be presented in all subject areas.
- Contemporary materials on Indian and Métis peoples must complement heritage materials. Indian and Métis peoples must not be presented only as a historical people.
- Given the overwhelmingly negative portrayal of Indian and Métis peoples in contemporary texts and other resource materials, there should be a concentration on positive images of Indian and Métis peoples.
- Indian and Métis peoples must be presented as human beings having human societies, with good and bad characters, social classes, economic systems and educational practices.
- It is important to note that an individual's identity and self-concept are more than just culture; they include socio-economic, gender and other aspects as well.
- There shall be a recognition that children exhibit different learning styles but that these learning styles cut across cultural, gender and socio-economic groups. No cultural group should be stereotyped as exhibiting only a particular learning style.
- Instructional approaches such as group work, cooperation rather than competitive exercises, using the child's experiences as a learning base and using action-mode materials are approaches which can be useful to students.
- Attention must be paid to the inclusion of appropriate and sufficient northern material.

- Recognition must be given to the fact that skills can as easily be taught with Indian and Métis content as with other content.

- Recognition must be given in curriculum materials to the differences among Indian and Métis peoples: north/south; traditional/transitional/acculturated groupings; legal groupings; geographical divisions - woodland, prairie; rural and urban.

- Curriculum adaptation at the central level should be augmented by local curriculum materials designed by local Indian and Métis peoples or teams of Indian and Métis and non-Aboriginal individuals. Local initiatives should be an important part of the Indian and Métis curriculum strategy.

- Consideration must be given to language development for Indian and Métis students such as the teaching of Indian Languages, and ESL/ESD.

- Revisions to subjects should place these subjects in a broader cultural, historical and economic context.

- Indian and Métis peoples and Indian and Métis curriculum developers must be involved in all the planning and creation stages of curriculum work.

- The expertise is in Indian and Métis communities and institutions. This reservoir must be tapped and utilized in any future additions of Indian and Métis content and perspectives.

- Indian and Métis educational institutions should be called upon to be equal partners in the process. If they are expected to provide their professional contributions and/or materials they should be contracted or reimbursed.

- Indian and Métis membership should be automatic on any future curriculum committees or commissions.

- Indian and Métis peoples should be given positions in areas where decisions are made and not only in advisory capacities.

- It is important that any textbooks and non-textbook materials be in a flexible format and be adaptable to various instructional formats in the classroom.

Appendix B: Chronology of Key Events in Indian and Métis Education in Saskatchewan

The following chronology, which indicates key events in the history of Indian and Métis education, is adapted from *A Five Year Action Plan for Indian and Métis Curriculum Development* (1984). Events from 1984 to the present have also been included.

1910
- Métis and Non-Status Indian children excluded from federally funded schools.

1938
- attention of provincial officials to the fact that there are approximately 3,500 Indian and Métis children in Saskatchewan largely unschooled.
- provincial officials believed schooling of Indian and Métis children a federal responsibility.

1939
- lack of educational facilities in northern Saskatchewan.

1941
- first provincial grant to a school district for the schooling of Métis children for, in the words of the provincial official responsible, "temporary relief to the symptom of this problem of economic maladjustment".
- question raised as to most appropriate curriculum for Indian and Métis children - regular or vocational with modified academic.
- parental and board opposition to the attendance of Métis children in local schools.

1942
- survey of Métis children.
- grants to schools initiated - $2.00 per child per month.

1944
- election of the Cooperative Commonwealth Federation (CCF) government which took responsibility for Métis education.
- introduction of the philosophy of equal educational opportunity.

1944-54
- time of expansion of facilities and services to Indian and Métis population.
- in southern Saskatchewan, schools built by Department of Social Welfare in Métis communities.
- in the north, as a result of the Piercy Report, the provincial government took responsibility for organizing, financing, maintaining, staffing and supervising northern schools.
- the schooling was based on the idea that the lives of the Métis could be made "better", more useful, happier, better integrated into the "mainstream" society.
- assumption that Métis children lacked culture, proper society and economy.
- schools aimed at "civilizing" the whole family.
- teachers - moral uplifters and social development agents.
- desire of provincial government to control Indian education in the province as well as Métis education.
- by 1954, material success - virtually all children in school, schools built, teachers and teacherages provided.

- however, by 1954 - realization that other factors were at work - inequalities, rather than increased equality, became apparent.
- northern educational investments fell behind the south.
- academic success of northern students called into question.
- discontinuity between northern Indian and Métis and northern non-Aboriginal and Métis communities - in Indian and Métis communities - higher pupil-teacher ratios, more language and cultural differences; high lower grade population; age/grade displacement, early school leaving.
- question raised "Education for What?" - loss of traditional skills; not sufficient education to get non-traditional jobs in the north or to migrate to the south.
- no high schools had been built in the north.

1955
- acceptance by provincial government officials of the importance of starting any education from a knowledge of the culture of the people.
- beginning of cultural awareness training for members of northern Saskatchewan work force, in particular for Department of Natural Resources.

1960
- damning studies of Indian and Métis education in Saskatchewan.
- education provided labelling "Schooling for Failure".
- horrifying statistics.
- two-thirds of all students in the north - one or more grades behind where they should be.
- one-quarter of all northern students were in grade one; two-thirds of all northern students were in grades one to four.
- school leaving occurred at the grade five level.
- failure rate in grade one in 1960 was 49% in northern schools.
- teachers in Indian and Métis schools were found to have low academic credentials; were southern-oriented and not trained to work with northern children's cultural experience.
- the provincial government proposed: integration; remedial programs to supplement the child's experience; relevant curriculum; and special training for teachers.

1960s
- co-ordinated efforts.
- vocational programs established.

1961
- cooperation of the provincial government, the federal Indian Affairs Branch and the University of Saskatchewan for the creation of a summer course entitled "The School Program in Indian and Métis Communities".
- the class placed special emphasis on the basic cultural patterns of the Indian and Métis and was aimed at providing teachers with better insight into the cultural background of their students.

1961-62
- beginning of era when federal and provincial superintendents interviewed and employed students from the Teachers' College and College of Education for the next term. These teacher trainees were then required to do practice teaching in northern or federal schools. The practice teaching served as a prerequisite for the next year's summer course. "The School Program in Indian and Métis Communities". The fall orientation courses and in-service workshops were all geared towards increasing the teacher's understanding

of the child, his/her home and community.

1963
- implementation of another summer course, primarily for northern teachers, on curriculum adaptation.
- another study documenting "the general inadequacy of the present program" in Indian and Métis education in Saskatchewan.
- Northern Education Committee and representatives of the Independent Order of the Daughters of the Empire (IODE) made recommendations to the Minister of Education for the improvement of northern education.
- Superintendent of Schools for Northern Areas appointed to supervise classrooms, in-service recruitment and placement; an assistant superintendent charged with classroom supervision and northern student counselling.
- Textbook and Curriculum Committee established "to study the application and adaptation of provincial courses of study to northern areas.
- approval given for central northern school board to be composed of Indian and Métis representatives from different communities to advise and assist in overall education program.
- creation of Indian and Northern Education Program, University of Saskatchewan.

1964
- creation of the Indian and Northern Curriculum Resource Centre at University of Saskatchewan to provide basic library on all facets of Indian and Métis life, audio-visual materials, reproduction facilities, and resource personnel to assist teachers in the field in curriculum research, adaptation and creation.
- organization of the Society for Indian and Northern Education (SINE) to form a network of people in the field and publish a journal on Indian and Métis education "The Northian".

1965
- change of Education Act creating the Northern School Board consisting of three Métis residents of the north, three civil servants and two observer-members all appointed by the Minister.

1969
- establishment of the Federation of Saskatchewan Indians (F.S.I.) Education Task Force to investigate Indian education in Saskatchewan.

1970s
- diffusion of efforts.

1971
- Department of Education hired Native Education Program Consultant to provide liaison with all those in province involved in the education of children of Indian and Métis ancestry.
- Advisory Committee on the Education of Children of Indian and Métis Ancestry (formerly the Textbook and Curriculum Committee) continued to meet in the early 1970s. The committee co-operated with the Federation of Saskatchewan Indians (F.S.I.), Saskatchewan Métis Association, the Department of Indian Affairs (D.I.A.) and Saskatchewan Teachers' Federation (S.T.F.) in initiating a number of special projects in schools in the province with large Indian and Métis enrolment.
- Master's thesis studying evidence of prejudice in social studies textbooks concluded that the elementary school students in Saskatchewan know and understand the Indian dimension of Canadian history and culture.
- an Indian Languages program established - pilot projects teaching Cree as a

second language set up.

1972
- Indian Control of Indian Education position paper issued by the National Indian Brotherhood (officially adopted as policy by the Minister of Indian Affairs, February 2, 1973).
- creation of the Saskatchewan Indian Cultural College.
- Local Initiatives Project on Curriculum Development from an Aboriginal Perspective begun through the Indian and Northern Education Program.
- Indian and Métis curriculum materials developed and published.
- development of an Industrial Arts Curriculum adapted to the needs of northern students.
- supplementary unit for grade 8 Social Studies course on Indian history and culture.

1973
- Indian Teacher Education Program (ITEP) implementation at the University of Saskatchewan - the first teacher training program in Saskatchewan for Indian and Métis people - first adaptation of the content of university courses to meet the needs of Indian and Métis students.
- after September 1972, functions of the Department of Education in the north were transferred to the Department of Northern Saskatchewan (D.N.S.).
- northern schools followed the provincial curriculum; however, the Academic Education Branch, D.N.S. was empowered to make changes to existing courses at all grade levels to meet the needs of northern students - teachers, the board, consultants and the branch worked together on curriculum development - the initiative could come from any of the participants.

1974
- two major projects launched in northern Saskatchewan - a Cree language project and ethno-history research program to compile a general history of the Indian and Métis people of northern Saskatchewan.
- instructional services consultant employed by D.N.S. to design and produce learning materials appropriate for northern studies.
- innovative grants instituted by D.N.S. to encourage individual schools to develop approaches to meet the particular needs of the community children.
- increasing number of schools on Indian reserves being taken over by local bands.
- Saskatchewan Human Rights Commission study showing that Indians were treated unfavourably in Saskatchewan Social Studies textbooks, characterized as "savage, hostile and warlike".
- government appointees to the Northern School Board were replaced by northern appointees.

1975
- research by F.S.I. showed that by grade two, 50% of Indian students has failed at least once; 93% of Indian students dropped out by grade 12; Indian students were generally one to three grades behind non-Indian students of the same age in math and reading skills; Indian students in integrated schools remained socially segregated.

1976
- establishment of the Northern Teacher Education Program (NORTEP).
- Northern School Board became an elected board with nine members representing different northern regions.
- Division III Social Studies Course on the people of northern Saskatchewan

offered in five communities - "mini-course" for Division II in production.

- initiation of the Saskatchewan Indian Community College in Saskatoon.
- creation of the Saskatchewan Indian Federated College at the University of Regina - offered Bachelor of Arts in Indian Studies.
- Northern Teacher Aide Training Program in northern Saskatchewan.
- Indian and Métis Education Committee established in Regina to access needs and recommend programs.

Late 1970s

- Bachelor degrees offered in Indian Art, Indian Social Work, Indian Education, and Indian Management and Administration; Bachelor of Education (Indian Education) offered through the Saskatchewan Indian Federated College.
- F.S.I. report showing the rapid growth of Indian and Métis school enrolments, but the gross inadequacy of reserve school facilities.
- organization of the Prince Albert District Teacher Training Program through the University of Regina - first community based teacher training.
- Saskatchewan Indian Cultural College researched, produced, published and piloted a variety of materials on Indian history, culture and contemporary life - resource people from the College toured schools offering culture days - 1979-80 school year - 93 visits.
- Saskatoon City Community Liaison Committee to investigate the conditions of Indian and Métis people in the city - task force on education.

1980-84

- creation of the Gabriel Dumont Institute of Native Studies and Applied Research Inc. - an educational institution controlled by the Métis and Non-Status people of Saskatchewan.
- beginning of the Saskatchewan Urban Native Teacher Education Program (SUNTEP), a program of the Dumont Institute aimed at the needs of urban Indian and Métis people.
- creation of the Saskatchewan Indian Education Commission by the chiefs of the Federation of Saskatchewan Indians.
- Joe Duquette High School started as an alternate school of Saskatoon Separate School Board - curriculum place heavy emphasis on Indian and Métis culture and values.
- re-emergence of the Department of Education as an initiator of programs for Indian and Métis people - Community Education Branch created with mandate to make urban schools more instrumental in combatting problems of the urban poor.
- community schools designated and developed with new emphasis.
- HECTEP - Home Economics Teacher Education Program established to provide qualified home economics teachers for northern Saskatchewan schools.
- Task Force on Northern Education set up by Minister of Northern Saskatchewan - reported successes of past decade, but concluded progress scattered - student absenteeism, dropout, academic deceleration so high still call into account very nature of education in north.
- Indian and Métis Curriculum Review Committee established by Department

of Education to recommend principles for curriculum development for Indian and Métis students, to facilitate development, production and implementation of Indian and Métis-oriented curriculum, and assist in co-ordination of activities in development of Indian and Métis curriculum.

- organization of the Indian and Native Education Council, a special subject council of the S.T.F. - annual conference AWASIS to facilitate and support teachers and others in providing quality education for all Indian and Métis students.
- unit of Métis people developed for Northern Lights School Division No. 113 (formed in 1979 from Northern School Board).

Initiatives from 1984 to the Present

1984
- An evaluation of the Community Schools program showed significant progress was being made toward achieving program goals.
- *Directions* recommended that policies and procedures be formulated to ensure the unique needs of northern, Indian, and Métis students are met.
- *Background Paper on Native Education* commissioned for presentation to the Minister's Advisory Committee on Curriculum and Instruction Review as a 'state of the art' statement on Indian and Métis education.
- The Indian and Métis Education Development Program was established by Saskatchewan Education as an incentive program to encourage the development of innovative Indian and Métis education programs.
- Saskatchewan Education maintains its commitment to a permanent advisory committee on Indian and Métis education first with the Indian and Métis Curriculum Advisory Committee (1984) and subsequently with the Indian and Métis Education Advisory Committee (1989).

1985
- *Inner-City Dropout Study* re-affirms that dropouts of Indian and Métis students in inner city Saskatoon and Regina are unacceptably high.
- *Reaching Out* and a subsequent *Plan of Action* resulted from a series of consultations with individuals and organizations directly involved with Indian and Métis education.
- The Human Rights Commission prepared the report, *Education Equity: A Report on Indian/Native Education*. Nineteen school divisions undertake education equity plans.
- Community Schools Association formed to promote, support, and develop community schools through networking, publications, and an annual conference.

1988
- *Rationale and Recommendations for the Teaching of Indian Languages in Saskatchewan Schools* presented to the department by IMCAC.

1989
- Northern Education Task Force Report presented to the Minister in November.
- Task force on multiculturalism recommended that Saskatchewan recognize Aboriginal peoples as the original multicultural society in the province.

1990
- Saskatchewan Indian Federated College graduated its first educators from its revised on-campus program.
- Community Education Branch renamed the Indian and Métis Education

Branch.

- Indian bands continue to assume responsibility for education of students living on reserves (over 90% of schools on reserves were band controlled in 1990-91).
- *Consensus Saskatchewan* speaks to the vision for 2005 of there being equity between Aboriginal and non-Aboriginal students receiving grade 12 diplomas.

Initiatives Underway

- The Universities of Regina and Saskatchewan have initiated a restructuring of their education programs and include cross-cultural education as a component of new courses.
- Museum of Natural History, Regina, commences work on the First Nations Gallery.
- Wanuskewin, a Northern Plains Indians Interpretive Centre is being developed near Saskatoon.

Appendix C: The Indian and Métis Education Policy from Kindergarten to Grade 12 (April 1989)

The Indian and Métis Education Policy from Kindergarten to Grade 12 is available upon request from:

Indian and Métis Education Branch
Saskatchewan Education
2220 College Avenue
Regina, Saskatchewan
S4P 3V7
Phone: (306) 787-6684

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